

## Youth Academy Charter

711 Tomlinson Street  
Kingstree, South Carolina 29556

**Grades** 7-12 High School

**Enrollment** 21 Students

**Principal** Cheryl West 843-355-5424

**Superintendent** Ralph C. Fennell, Jr. 843-355-5571

**Board Chair** Mrs. Barbara McKenzie 843-382-3980

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

### ABSOLUTE RATING

N/AV

Absolute Ratings of High Schools with Students like Ours

Excellent

0

Good

0

Average

0

Below Average

0

Unsatisfactory

2

### IMPROVEMENT RATING

N/AV

### ADEQUATE YEARLY PROGRESS

I/S

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

Year	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Unsatisfactory	N/A	N/A
2004	Unsatisfactory	Below Average	N/A
2005	Unsatisfactory	Below Average	I/S
2006	N/AV	N/AV	I/S

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS**

	Our School			High Schools with Students Like Ours		
Percent	2004	2005	2006	2004	2005	2006
Passed 2 subtests	N/A	N/A	N/A	57.8	0.0	48.2
Passed 1 subtest	N/A	22.2	N/A	15.4	22.2	19.5
Passed no subtests	N/A	77.8	100.0	26.8	77.8	69.0

**HSAP PASSAGE RATE BY SPRING 2006**

	Our School	High Schools with Students Like Ours
Percent	N/A	84.3%

**ELIGIBILITY FOR LIFE SCHOLARSHIP**

	Our School	High Schools with Students Like Ours
Percent of		
Seniors eligible for LIFE Scholarships at four-year institutions*	N/A	1.1
Seniors who met the SAT/ACT requirement	N/A	1.6
Seniors who met the grade point average	N/A	19.7

\*Using only the SAT/ACT and grade point average requirements

**GRADUATION RATE**

	Our School	High Schools with Students Like Ours
Number of Students	N/A	87
Number of Diplomas	N/A	60
Rate	N/A	49.7%

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**END OF COURSE TESTS**

Percent of students scoring 70 or above on:	Our School	High Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	N/A	71.4
English 1	N/A	48.2
Biology 1/Applied Biology 2	N/A	43.0
Physical Science	N/A	22.7
All Subjects	N/A	48.2

**PERFORMANCE BY STUDENT GROUPS**

	HSAP Passage Rate by Spring 2006		Eligibility for LIFE Scholarship		Graduation Rate		
	n	%	n	%	n	%	Met State Objective
All Students	N/A	N/A	N/A	N/A	N/A	N/A	I/S
<b>Gender</b>							
Male	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Racial/Ethnic Group</b>							
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Racial/Ethnic Group</b>							
Non disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disabilities other than speech	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Socio-Economic Status</b>							
Subsidized meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Full-pay meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A

n = number of students on which percentage is calculated

**Abbreviations for Missing Data**

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**HSAP PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 52.3%</b>									
All Students	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	No
<b>Gender</b>									
Male	3	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Female	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S
<b>Racial/Ethnic Group</b>									
White	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
African American	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	2	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Disabled	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Migrant Status</b>									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	3	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Full-pay meals	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S
<b>Mathematics – State Performance Objective = 50.0%</b>									
All Students	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	No
<b>Gender</b>									
Male	3	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Female	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S
<b>Racial/Ethnic Group</b>									
White	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
African American	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	2	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Disabled	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Migrant Status</b>									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	3	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Full-pay meals	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
<b>Students (n= 21)</b>				
Retention rate	0.0%	Down from 41.7%	8.0%	7.0%
Attendance rate	97.3%	No change	93.2%	95.5%
Eligible for gifted and talented	0.0%	No change	0.0%	7.9%
With disabilities other than speech	39.1%	Up from 16.7%	39.1%	12.3%
Older than usual for grade	47.6%	Down from 65.0%	19.7%	9.5%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	N/R	N/R	0.4%	1.2%
Enrolled in AP/IB programs	N/R	N/R	0.0%	11.2%
Successful on AP/IB exams	N/A	N/A	N/A	N/A
Eligible for LIFE Scholarship*	N/A		0.0%	10.2%
Annual dropout rate	21.0%	Up from 0.0%	4.9%	2.8%
Career/technology students in co-curricular organizations	N/A	N/A	0.0%	3.5%
Enrollment in career/technology center courses	N/A	N/A	311	448
Students participating in worked-based experiences	N/A	N/A	26.5%	24.2%
Career/technology students mastering core competencies	N/A	N/A	80.8%	80.0%
Career/technology completers placed	N/A	N/A	96.2%	99.1%

\* Using only SAT/ACT and Grade Point Average requirements.

**Teachers (n= 1)**

Teachers with advanced degrees	N/A	N/A	59.7%	55.5%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	100.0%	N/A	26.7%	9.6%
Teachers with emergency or provisional certificates	N/A	N/A	10.9%	9.9%
Teachers returning from previous year	N/A	N/A	79.7%	86.3%
Teacher attendance rate	100.0%	N/R	95.0%	95.3%
Average teacher salary	I/S	I/S	\$42,254	\$42,943
Prof. development days/teacher	30.0 days	No change	9.8 days	11.2 days

**School**

Principal's years at school	2.0	Up from 1.0	5.0	3.0
Student-teacher ratio in core subjects	N/R	N/R	16.9 to 1	25.7 to 1
Prime instructional time	97.3%	N/R	87.1%	89.3%
Dollars spent per pupil*	\$1,323	Up 132300.0%	\$8,255	\$6,792
Percent of expenditures for teacher salaries*	60.4%	N/A	55.1%	55.3%
Percent of expenditures for instruction*	60.4%		60.0%	61.1%
Opportunities in the arts	Poor	No change	Good	Excellent
Parents attending conferences	N/R	N/R	99.0%	92.8%
SACS accreditation	Yes	No change	Yes	Yes
Character development	N/R	N/R	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	6.2%
Classes in high poverty schools not taught by highly qualified teachers	22.7%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school *or greater than last year	94.0%*	Yes

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

The mission of the Youth Academy Charter School is to provide a quality educational experience in a structured, supportive environment through the implementation and evaluation of specific students and programs to administer to the various needs of the student body. We implemented Character Education as a model tool for our student body.

We believe that every student will achieve success; discipline and respect are the driving forces of education at the Youth Academy. A safe environment is conducive to learning; we strive every day to maintain a safe environment for students.

Performance is measured in the areas of academic preparedness, life skills competencies, vocational readiness, and behavioral management skills for special needs students enrolled from the surrounding Williamsburg County School District. The school environment and philosophy will place a unique holistic emphasis on working with the entire family to improve the overall living environment of each student.

Our main objective is to ensure that no child will be left behind regardless of learning style.

Anissa J. Capers, Principal

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	1	18	4
Percent satisfied with learning environment	I/S	83.3%	I/S
Percent satisfied with social and physical environment	I/S	83.3%	I/S
Percent satisfied with school-home relations	I/S	83.3%	I/S

\*Only eleventh grade students and their parents were included. For schools without grade 11, only the highest grade was included.